

Literacy Learning: What's Essential

1. Living a Literate Life: Rigor, Inquiry and Intimacy in the Classroom

Teachers:	Students:
Create a predictable daily schedule (workshop) that ensures abundant time for independent reading and writing - a Literacy Studio	Read and write independently for extended and growing periods of time each day - actively engage in all 4 components of the Literacy Studio
Create a culture conducive to in-depth study of a variety of books, genres, topics, authors, writer's tools and comprehension strategies	Select books, topics, authors appropriately for level, challenge, interest; engage in book discussions; share recommendations and insights with other readers, see to understand the insights of others
Create a visible climate that encourages serious, but joyful work on authentic tasks through the use of several different types of learning spaces - use alternative lighting, room configuration, rugs, bookshelves and decorative items to create intimate spaces	Fully utilize the resources available and move independently in the classroom - work within the classroom with the knowledge that it is an honored place of scholarship and inquiry, a place to indulge learning passions and curiosity
Focus on helping children create models to share their thinking - display their work, create anchor charts to describe the group's thinking	Understand and use options for oral, artistic, dramatic, and written means to show thinking and respond to text
Teach and respond with civility and respect, modeling sophisticated and scholarly oral language for children	Use oral language precisely to describe their thinking during reading and writing - use that language to apply strategies and writer's tools independently
Create an unseen culture of rigor, inquiry and intimacy by continually expecting more, probing ideas further and pressing children to explore their intellect	Understand and engage in the processes, procedures and rituals of a learning community
Teach a few concepts of great import, in real depth, over a long period of time	Apply concepts of great import in a wide variety of texts and contexts
Use 5 key instructional strategies: think-aloud, modeling, conferring, demonstration and sharing to ensure retention and reapplication of concepts learned - use the strategies to focus on essential deep and surface structure systems, simultaneously, K - 12	Become independent, flexible and adaptive in using surface and deep structure systems including word identification, fluent reading, comprehension strategies, writer's tools, syntax, text structure and conventions - share and teach other readers and writers

2. COGNITIVE STRATEGIES (CONTENT - ongoing)

<p>Surface Structure Systems Identifying words, reading fluently</p>	<p>Deep Structure Systems: Comprehend literally to get the gist of the story, comprehend deeply and probe ideas</p>
<p>Grapho-Phonic System Letter/sound knowledge, alphabetic principle, phonemic awareness, decoding</p> <p>Lexical System Visual word recognition based on frequent visual exposure to words Visual memory for <i>all</i> words</p> <p>Syntactic System Understanding of language structures at the word, sentence, paragraph and whole text level (usually auditory -- see more under #4 Text Structures/Elements)</p>	<p>Semantic System Understanding word meanings from literal to subtle, discuss and write about experiences/associations related to words, precision and word choice in writing</p> <p>Schematic System Constructing meaning at the whole text level; understanding themes, ideas and concepts, storing and retrieving relevant knowledge, connecting the new to the known</p> <p>Pragmatic System Multiple experiences with ideas we've read or learned; sharing and applying meaning; constructing meaning through oral, written, artistic, and dramatic means; writing for specific purposes and audiences; revising thinking based on interactions with others; adopting the habits and mores of readers and writers</p>
<p>What children know and are able to do when using surface structure systems</p>	<p>What children know and are able to do when using deep structure systems</p>
<p>Use decoding strategies such as identifying word families, chunking, point and slide, cross check across systems (does the word make sense, sound like language, do the letters match the sounds), etc.</p> <p>Recognize sight words and other words in environment visually - repeated use of recognized words</p> <p>Use word analysis strategies such as identifying affixes, compound words and derivations</p> <p>Use text management strategies such as rereading/reading ahead, deep reading, skimming/scanning, using text features such as bold print, italics, etc.</p>	<p>Monitor for Meaning</p> <p>Activate and/or create relevant background knowledge (schema)</p> <p>Infer</p> <p>Create sensory and emotional images</p> <p>Determine importance</p> <p>Question</p> <p>Synthesize</p>

3. Use a Variety of Text Genres and Levels (Resources and Materials)

Distinguish Among Genres Study genre characteristics, read and write in that genre	Use Different Level Texts for Different Purposes Vary the text difficulty depending on the task
<p>Biography</p> <p>Historical Fiction</p> <p>Textbooks</p> <p>Reference Texts</p> <p>Websites</p> <p>Persuasion</p> <p>Realistic Fiction</p> <p>Poetry</p> <p>Memoir/Autobiography</p> <p>Science Fiction</p> <p>Mystery</p> <p>Journalism</p> <p>Opinion/Editorial</p> <p>Tests</p> <p>Expository texts - narrative</p> <p>Picture Books</p> <p>Photo Essay</p> <p>Promotional Materials/Advertising</p> <p>Fantasy/Science Fiction</p>	<p>Work in instructional level text for:</p> <ul style="list-style-type: none"> • practice in decoding • practice in word recognition • practice in oral reading fluency • practice in word analysis <p>Work in more challenging texts (including read alouds, wordless picture books and texts that have been read aloud multiple times) for:</p> <ul style="list-style-type: none"> • application of comprehension strategies • study of writer's tools • analysis of text structures • book club discussions • reading with a partner • reading to learn new content (especially when there are text features such as graphs, charts, bold print and/or with familiarity for text structures)

4. TEXT STRUCTURE (CONTENT - Intermittent)	
Text Structure - Narrative (whole text)	Text Structure - Expository (paragraph/section)
Understand and use: Character Setting Conflict Plot Structure <ul style="list-style-type: none"> • Character, setting, conflict, rising action, climax, sequence of events, resolution 	Cause/Effect Compare/Contrast Chronological Problem/Solution Descriptive Enumerative
Narrative Writing Technique Development of characters, setting and conflict through: <ul style="list-style-type: none"> • Exposition • Action • Dialogue Create believable characters, settings, conflicts and events through use of writers tools and voice including <ul style="list-style-type: none"> • foreshadowing • parallel plot structures • flashback and fast forward 	Hurdles for readers of expository texts <u>Word Hurdles</u> Anaphora Vocabulary Load <u>Text Hurdles</u> Insufficient schema for content and/or text structures Inefficient Predicting Naive Conceptions Staccato Reading Concept Load Pacing Demands
Effective use of word <ul style="list-style-type: none"> • word choice • diction • phrasing 	Expository Writing Technique Elaborating/developing and grouping ideas/themes Organizing ideas with a discernable, but not blatant, structure Laying out and defending a position based on fact and/or opinion Writing to persuade based on fact and/or opinion Writing compelling leads and conclusions

